DOCUMENT RESUME

ED 107 154 FL 006 926

TITLE	Foreign Language Teaching and Learning Today (1975).
INSTITUTION	Federation International des Professeurs de Langues Vivantes.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE	May 75
NOTE	28p.; Not available in hard copy due to marginal legibility of original document
EDRS PRICE	MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	Bilingual Education; Curriculum Development; Educational Policy; International Organizations; *Language Instruction; *Language Planning; *Language Programs; National Organizations; National Programs; Official Languages; Questionnaires; *Second Language Learning; *Teaching Methods; Verbal Communication

ABSTRACT

This is a preliminary report on the world-wide state of foreign language teaching and learning today, based on a study conducted by the FIPLV in cooperation with UNESCO. Information was collected by means of a questionnaire mailed to: all multilingual national and unilingual international language teachers' associations which are members of FIPLV; individuals, institutions, offices, and organizations all over the world; and all diplomatic missions in the Federal Republic of Germany. A list is provided of all countries considered in the report, as well as descriptions of their language situations. Questions covered such topics as: language needs, curricula, language objectives, foreign languages at the preschool level, bilingual education, materials and media currently in use, and trends in language teaching methods. Generally, little or no research on foreign language needs was found, and little interest in bilingual education. Regarding language instruction, communication seems to be the major objective today; the audiolingual method has fallen out of use; and there is enthusiasm for the use of audiovisual aids. Although these and other findings must be considered tentative, it is felt that the report is important as the first attempt to collect such information. (Author/AM)

Fédération Internationale
des Professeurs
de Langues Vivantes

FIPLV

WORLD FEDERATION OF FOREIGN LANGUAGE TEACHERS' ASSOCIATIONS

ED107154

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

UNESCO / FIPLV STUDY

FOREIGN LANGUAGE TEACHING AND LEARNING TODAY (1975)

Methods and techniques for foreign language teaching with reference to the aims in view: levels and age groups, social and professional background

BEST COPY AVAILABLE

FL006926

May 1975

The project is being conducted under the supervision of the Secretary General of FIPLV, Reinhold Freudenstein. Research work: Sabine Baltruweit. Linguistic advisor: Catherine Errington. Project secretary: Jutta Schucht

TABLE OF CONTENTS

	Page
Introduction	3
List of countries considered in the preliminary report	5
Detailed description of the national languages and particular language situations	7
Foreign-language needs - curricula	10
Foreign-language objectives	12
Foreign languages at pre-school level	14
Starting to learn two foreign languages simultaneously	16
Foreign-language materials and media presently in use; new trends	18
Media and teaching materials; factors that influence their production, links with results of research projects, decisions concerning their use	22
Latest trends in foreign-language teaching methods	24

Introduction

This is a first preliminary report on the teaching and learning of foreign languages today, based on a study conducted by FIPLV for UNESCO under the title: Foreign Language Teaching and Learring Today (1975).

The information was collected by means of a questionnaire which had been worked out in close cooperation with UNESCO. Questionnaires were used for two reasons: 1. An enormous field of investigation had to be covered in a relatively short time and with limited resources; there was simply no other way to accomplish this 2. FIPLV knew enough competent and cooperative experts who were willing to take part in the investigation.

The project got off to an unfortunate start. In addition to the limited time available for the study no communication was possible with UNESCO during the important initial stage because of a postal strike in France. As a result the questionnaires could not be sent out until February 1975, instead of at the end of 1974, as had been planned.

The areas and problems on which the questions concentrated had been worked out in a pilot study by UNESCO. The final form of the questionnaire contained 72 questions and the document consisted of about 30 pages. It was mailed to all multilingual national and unilingual international foreign language teachers' associations that hold membership with FIPLV, to individuals, institutions, offices and organisations all around the globe which were known to the Foreign Language Research Information Centre (Informations-zentrum für Fremdsprachenforschung) at Marburg University, and to

all diplomatic missions in the Federal Republic of Germany. It was requested that the questionnaires should be returned by April 1st 1975 so that the final report could be available by the end of May.

This rigid timetable proved to be impracticable as it only left six weeks available for the answering of the questionnaires, a period often further reduced by the time needed to redistribute the questionnaires from the centres to which they had been sent. In a few cases this pressure may have prevented the answering of questionnaires or led to their too hasty completion. To what extent certain questionnaires are, in fact, unreliable can only be checked when further questionnaires from the individual countries have been returned. This will be done for the second, more detailed, report that is planned for September 1975. The main result, however, was that by April 1st only a relatively small number of completed questionnaires had arrived in Marburg and the main body of replies, though still outstanding, is firmly expected.

In the circumstances then, it is regretted that this first report can give only a very general picture without going into much detail. As a matter of convenience information is sometimes cited with just the name of the country of origin, but it must be realised that it is not yet possible to be sure that the information given holds for the whole of the country.

However, although a full and objective assessment of the material has not yet been possible, the report can claim to provide the first collection of information on the enormous subject of the world-wide state of foreign language teaching, the problems, aims,

methods and current developments and trends).

Many thanks are due to those who have given, or are giving, their time, efforts, skills and knowledge to assist in the project.

List of countries considered in the preliminary report

(Contributions received by April 25, 1975)

The number of returned questionnaires is given in brackets after the name.

Argentina (1)
Austria (1)
Belgium (1)
Brazil (3)
Bulgaria (1)
Chad (1)
Denmark (2)
Ecuador (2)
Egypt (1)
F. R. of Germany (2)
Finland (1)
France (1)
German DDR (1)
India (1)
Indonesia (1)
Ireland (1)
Jamaica (1)
Jordan (1)
Korea (1)
Lesotho (1)
Libya (1)
Malaysia (1)
Netherlands (2)
Saudi-Arabia (1)
Sierra Leone (1)
Sweden (2)
Switzerland (4)
Tunesia (1)
Turkey (1)
Uruguay (1)
USA (1)
Zaire (1)

| | | |

Detailed description of the national languages and particular language situations

Argentina: Spanish

Austria: German
There is a small Slav minority.

Belgium: Dutch, French, German

Brazil: Portuguese

Bulgaria: Bulgarian

Chad: French, Arabic
French is the official language but Arabic also appears on passports and some other documents. Varieties of dialectal Arabic are also spoken as a second vernacular in the North and Centre, and to some extent in the South, where it becomes very non-standard, and competes with Sara and Sango as a market or vehicular language. A very large number of other languages is also spoken.

Denmark: Danish

Ecuador: Spanish
Vernacular languages are spoken by Indian communities.

Egypt: Arabic

Eskimo Republic of Germany: Danish

Finland: Finnish, Swedish
There are two national official languages in Finland: Finnish, native language of about 93% of the population and Swedish, native language of the remainder. Swedish is spoken particularly on the Aboenumaa (Aaland) Islands and on the western coast. Most Swedish speaking Finns are more or less bilingual while only a small fraction of the Finnish speaking population knows Swedish equally well as Finnish.

France: French

Hong Kong: Cantonese, Mandarin

India: Hindi, Urdu, Punjabi, Marathi, Bengali, Gujarati, Oriya, Assamese, Kashmiri, Telugu, Tamil, Kannada, Malayalam, Sanskrit, English - the main languages

India is a multi-lingual nation. The first language is officially Hindi but in the South and even in some parts of the North, English continues to be used as a medium of communication among those who do not share a common language. In some universities, English continues to be a medium of instruction especially in the faculties of science, technology and medicine.

Indonesia: Indonesian

There is one national language and many regional languages and dialects.

Ireland: English, Irish

While English is the first spoken language for over 90% of the people, Irish is the 'first official language'.

Jamaica: English

The native language of the majority of the population is an English-based creole.

Jordan: Arabic

There is a diglossic situation in Jordan. There are minority groups, like Kurds, Armenians and Circassians, who speak with each other in their own language, but they speak Arabic when they talk with Arabs.

Korea: Korea

Lesotho: Lesotho

Libya: Arabic

Malaysia: Bahasa Malaysia

Prior to 1957 Malaysia was ruled by the United Kingdom and the national language was English. After 1957 the trend was towards making Bahasa Malaysia the official language of the country. Now the English language is the official second language of Malaysia.

Netherlands: Dutch

Saudi-Arabia: Arabic

Sierra Leone: English, Krio, Temne, Mende, Limba, Fula, and others.
English is the official national language. Krio serves as lingua franca throughout the country. A large number of people have more than one native language.

Sweden: Swedish, Finnish
Finnish is spoken by a minority in the North, Lappish is spoken by the Laplanders.

Switzerland: German, French, Italian, Raetho-Romanic

Tunesia: Arabic

Turkey: Turkish

Uruguay: Spanish

United States of America: English

Zaire: French, Lingala, Swahili, Kikongo, Tshiluba - the main languages
There are more than 200 languages in Zaire. French is the national language used for official purposes. Lingala, Swahili, Kikongo and Tshiluba are vernacular languages. Lingala is used in the army.

Foreign-language needs - curricula

To the question as to what methods had been used to discover the foreign language needs of their countries most correspondents replied that little or no research had been carried out. A partial exception is the place of foreign language teaching in adult education. In this field much research has been carried out, in, for example, West Germany, Austria and France. These research projects have already advanced to the stage where specific recommendations over curricula can be made to suit particular needs (e.g. courses in commercial English).

The broad field of the relation between general foreign language needs and curricular content is, however, no longer completely unworked. There are reports from Finland and Jamaica of empirical research in these countries and in Holland 'a big survey of language needs is starting this year (1975) by the Institute for Applied Sociology, Nijmegen'. In some countries foreign language needs are decided on the basis of 'practical experience' (Indonesia), and in Switzerland expert opinion is sought. How well these methods work in practice cannot be determined with the available information.

It is plain that foreign language needs are dependent on the parts played by specific languages in any particular country and on the particular groups of students.

Countries with two or more national languages (e.g. Belgium, India and Switzerland) obviously have a very strong, often vital, need for effective language teaching. In some other countries the needs

are firmly decided by the country's recent history, as is the case in Lesotho:'English is the medium of instruction from Grade IV. The learner needs English to be able to learn other subjects on the curriculum.' Or it may be a country's economic and trading interests that determine which foreign languages should be learnt, as a report from Brazil indicates: 'The status of foreign languages in the economic relations between Brazil and other countries determines the foreign-language needs.'

Broad, national language interests are generally served, rather than those of individual learners or groups of learners, such as ethnic minorities. This, again, is a field little researched. In some cases it is tried to meet individual language requirements of learners by offering as wide a choice as possible. This choice, however, generally lies between a number of languages on offer, rather than between different syllabuses to be followed. Syllabus content has for a long time been largely decided on a basis of 'common sense' (Switzerland) or similar criteria. In some countries, such as Bulgaria, Denmark and Switzerland, attempts are now being made to find out from prospective employers, universities and other institutions for further education just what their requirements are. In Denmark this is done by means of questionnaires and in Sweden among other methods, conferences are held between 'representatives of school authorities and consumers, i.e. labour market, universities, etc.'.

Whether, and to what extent, the language needs of learners are met is difficult to say as so little has been done to define in detail just what those needs are. What can be said is that most correspondents give subjective, mainly negative, opinions on this matter.

Foreign-language objectives

The overwhelming majority of countries consider communication in the foreign language as their main objective, or one of their main objectives. In most cases the aim is to enable communication with native speakers of the foreign language. However, some countries, particularly those whose own language is little known (e.g. Sweden) wish to use '... the foreign language as a tool of communication between populations who have not that language as their mother tongue'.

Egypt and Korea say explicitly what some other countries also imply: that the object of foreign language teaching is to ensure international communication, particularly in the fields of science and learning. Indeed, for some countries (e.g. Malaysia) the aim is, for selected students, 'to enable students to go overseas for further education'. India calls English the Library Language. For countries with more than one national language the paramount need is, of course, to enable communication between the different linguistic groups.

That language is an instrument of communication is made particularly clear by a Libyan aim: 'To enable greater self expression in order to expound Arab contribution to human culture and civilisation.'

Much more importance is laid on, and teaching time given to, the development of spoken language than written. About half the countries covered in this report indicate that their aims vary with the type of school and ability range, but speech is always the main aim. Switzerland may serve as an example:

Weak ability: mainly oral
Ecole secondaire 1er degré: oral and written
Ecole secondaire 2^{e} degré: literature, culture

It is interesting that only about half the countries try to give an idea of the civilisation and culture of the country studied in the course of the language teaching. However it is clear that this extra insight is often dispensed with, sometimes for political reasons, but particularly in the case of students with weak ability, who concentrate on pure language learning, or in elementary schools. In West Germany, for example, the aims are:

Secondary Schools: communication
Upper secondary, grammar schools: 1. communication
2. literature

Ecuador and Finland differ from other countries in that they do not divide language learning into written and oral components but into 'receptive' and 'productive' ones. Both countries concentrate first of all on receptivity, and Finland continues on these lines with her able students.

Jamaica, Finland, Ireland, and, probably, many other countries, find that their teaching aims have to be modified to suit examination requirements, and this entails a more 'traditional' approach. A report from Finland says that 'in upper secondary schools written language has a more important place because of the requirements of the final examination', and a Jamaican one makes the position even clearer: 'The main objective for many is still the attainment of the relevant G.C.E. certificate.'

A further general trend is the declining emphasis placed on the ability to translate from one language into another; a trend also

to be seen in examination papers.

A recent development in the U.S.A. and in Arab and African countries is the growing popularity of career-oriented language courses. This must be regarded as part of a general concern to make language teaching serve the particular practical needs of the countries and students concerned. On the whole however, with the exception of career-oriented courses, people seem to be only just becoming aware of the problem, and little concrete seems to be done. Several countries indicated that their most urgent task is to investigate what in practical terms is required of foreign language teaching so that objectives can be formulated and put into practice. In general the realisation of objectives seems to produce major difficulties. Almost every country considers that foreign language teaching should serve general educational requirements, though the practice often seems to fall behind the theory.

This statement from Finland is typical of many: ' The teachers of foreign languages are advised to bear in mind the aims of general education.'

Foreign languages at pre-school level

Of the 31 countries who replied to the questions on foreign language teaching at pre-school level, 17 stated that no such instruction is available. They are: Argentina, Chad, Denmark, India, Indonesia, Ireland, Jamaica, Korea, Libya, Malaysia, Netherlands, Saudi-Arabia, Sierra Leone, Sweden, Switzerland,

Tunesia, Turkey. In a further 10 countries only 1% or less of pre-school age children were concerned.

Exceptions to this general picture are Uruguay with about 5%, Austria with about 10%, Hong Kong with about 20% and Ecuador with about 75% of pre-school age children receiving foreign language tuition. Unfortunately it is not always possible with the information available to know whether, as it is the case in Uruguay, the instruction is given only in private schools, and, if not, what the criteria are for selecting children of this age to learn a foreign language.

In those few countries where foreign language instruction is available to pre-school age children there is generally no continuity with the elementary school. An exception is Lesotho, where there is a large degree of cooperation and coordination. 'Where it exists, pre-school foreign language teaching follows listen-and-do methods more than the elementary school. The teachers work together to design syllabuses and the best methods of teaching to be followed.' Although Hong Kong reports that there is some 'slight cooperation between pre-school instruction and foreign language teaching at elementary level' this does not imply continuity. 'The same basic work is repeated.'

In Uruguay, although the general school system does not allow for continuity between pre- and elementary school foreign language learning, this continutiy is possible in private schools. Here instruction in French, English or Italian can start when the child is 3, 4, or 5 years old and continue progressively to 15.

Starting to learn two foreign languages simultaneously

Only 7 countries report that they have experience in starting the teaching of two foreign languages at the same time. They are: Austria, Chad, Finland, Ireland, Libya, Netherlands, Sweden. Of these, Libya states that in 1968 a relatively broadly-based experiment was begun to start to teach 13090 interested 12 year-olds English and French at the same time. The results were considered unsatisfactory and the experiment has been abandoned.

Three countries, Austria, Chad and Ireland, report that in a small number of cases two languages are started simultaneously, though this is not the general pattern. The Austrian report is unenthusiastic, that from Chad non-committal.

Holland is the only country in question where more than half the children (50-60%) start to learn two languages simultaneously. 'All pupils attending general secondary education without destinction of social class or whatever (start studying English and French simultaneously).' As to whether the advantages outweigh the disadvantages: 'There are different points of view. For the more gifted: yes.' There are no plans to alter the system significantly in the near future.

A Finnish report states that 'students who choose the language section in the senior secondary school will have to start two new languages simultaneously'. No change is envisaged. The reasons are given as follows: 'Because Finland is a bilingual country there will be a need of studying the second national language, and on the other hand the importance of a foreign language instruction is obvious in this country. So, normally

there are two languages compulsory to all: the second national language and another foreign language, and in addition provisions are made for the study of a third language as a voluntary subject in the upper stage of the comprehensive school as well as in the senior secondary school.' Other bi- or multilingual countries have not come to this conclusion.

From Sweden it is reported that approximately 10% of pupils begin to learn two foreign languages simultaneously. They are 'those pupils who do not opt for a second foreign language in compulsory school, yet choose to enter one of the three-year theoretical lines in upper secondary'. However: 'Beginning the study of two foreign languages at the same time is, by common consent, unsatisfactory', and therefore 'will be done away with under a proposal for a reorganisation of language study laid by the National Board'.

Of the few countries who have experience in this field, most, then, do not find the simultaneous introduction of two foreign languages satisfactory. However, it must be remarked that these assessments are mainly subjective and not the result of empirical research. No reason can be given for the unfavourable opinion.

Most countries would probably say with Chad: 'There seems to be no special point of view on this. One has the impression that nobody ever thought about it.' Or with Uruguay: 'Nous ne nous sommes jamais posé cette question. Pourquoi créer un problème cù il n'y en n'a pas?'

Foreign language materials and media presently in use; new trends

All the countries represented reported that the textbook is the main teaching aid used, and, in some cases, the only one. In one country economic pressures mean that hardly any teaching materials can be used: '... is a very poor country, and the supply of textbooks and other teaching equipment is most inadequate. It is not at all uncommon for there to be only one textbook, in the hands of the teacher, for a class of forty or more pupils.' [1]

It is clear that the choice of materials is rarely based on purely educational grounds and that the not-inconsiderable expense almost always plays a part. As is to be expected, only prosperous countries are in the position to use costly equipment in their public schools. These countries, however, choose their materials for didactical reasons and as a result of previous experience.

Apart from the predominance of the textbook it is hard to find any other clear trend in the popularity of the different teaching materials. The following can be said:

* Audio-visual media such as television and video-recorders are little used. Only 4 countries out of 29 reported their being 'much used' [2] (Ireland, Jordan, Hong Kong, Saudi-Arabia),

---

[1] When, as here, a possibly adverse report is received from an unofficial source the name of the country is withheld, but will be supplied on request.

[2] The figures given in this section all refer to public schools. The situation in private schools is often very different.

and 13 thought their use was decreasing or remaining the same rather than increasing. However, all these countries with the exception of Saudi-Arabia also report that the necessary equipment is rarely, if ever, available.

* Language laboratories are 'very much used' in 10 of the 34 reporting countries, all European apart from Malaysia and Jordan (Denmark, Federal Republic of Germany, Finland, Jordan, Malaysia, Netherlands, Saudi-Arabia, Sweden, Switzerland, Turkey), and little, if ever, used in the others. A majority, 19, report that they are being used more than in the past (Austria, Belgium, Bulgaria, Ecuador, Finland, India, Indonesia, Ireland, Jamaica, Jordan, Korea, Libya, Malaysia, Netherlands, Saudi-Arabia, Sweden, Tunesia, Turkey, Uruguay).

* Audio media such as tapes and radio are 'very much used' in 15 of 33 reporting countries (Austria, Bulgaria, Denmark, Federal Republic of Germany, Finland, France, Jordan, Korea, Lesotho, Libya, Malaysia, Netherlands, Saudi-Arabia, Sweden, USA). There is a clear trend to their increasing popularity, as 26 of the countries report their being used more than in the past.

* Visual media such as slides, charts and overhead transparencies are also little used. Only 9 countries out of 34 report that they are 'very much used' (Austria, Bulgaria, Denmark, Finland, Jordan, Malaysia, Sweden, Uruguay, USA), a figure comparable with that for language laboratories. However, while language laboratories are gaining in popularity the use of visual media is declining. A majority, 20, report that they are used less than, or the same as, in the past.

Foreign language materials and media presently in use; new trends

Key

Used very much or exclusively:

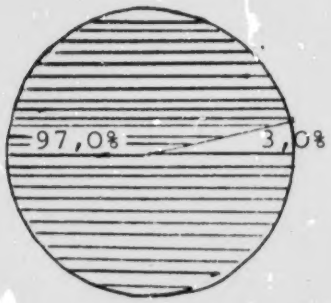
Used seldom or not at all :

Used more than before :

Used about the same or less than before :

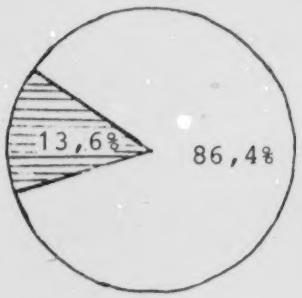
Textbook

Present Usage



Audio-visual Media

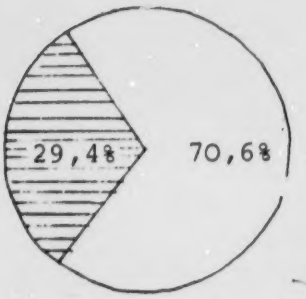
Present Usage



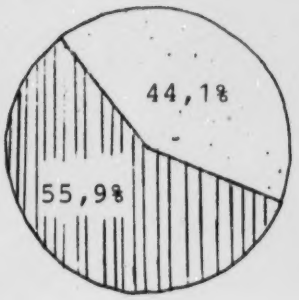
Trend

Language Laboratory

Present Usage



Trend

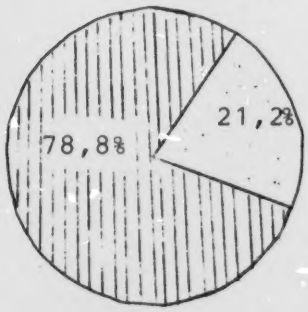


Present Usage

Trend

Audio Media

(tapes, radio, ..)

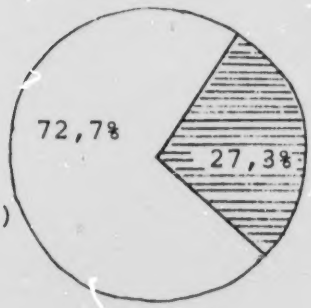


Present Usage

Trend

Visual Media

(slides, overhead-transparencies, ..)



Media and teaching materials; factors that influence their production, links with results of research projects, decisions concerning their use

Some countries produce very little in the way of media or materials for foreign language teaching themselves and therefore have little influence, and that indirect, on what is available. These countries must order their materials from abroad and the choice generally has to be made on the basis of cheapness, rather than quality or suitability. The position is made clear in two reports from Uruguay: 'Le facteur 'sine qua non' est d'ordre économique; raison impérieuse qui, ... plane sur toutes les décisions gouvernementales, dans tous les secteurs: public et privés. - Le pays réduit ses importations et cherche à augmenter ses exportations. Tout dépend des devises.' And: 'The economical factor is the most important. Lack of money makes the production of teaching materials difficult.' There are doubtless other reasons why some countries import particular teaching materials, but these have not been reported on.

More than one third of the countries who have reported on this matter consider that economic factors determine what teaching materials and media should be produced. 11 countries out of 31 returned answers such as: 'Factor: what can I sell best?' (FRG); 'Publishing house trying to guess what the teachers will buy' (USA); 'Interest in money to be made. Textbooks can bring a certain amount of money to those who have written or published them' (France).

As to the part played by research in deciding what materials and media should be used, many correspondents reported optimistically what they would like the position to be, rather than the actual state of affairs. This is made clear by comparison with control

questions and, for this reason, no general conclusions can be drawn. Some factors said to affect the choice of materials were given as follows:

- Publications of results in research reports, conferences etc. (Sweden)
- The over-all educational policy (India)
- Decisions are made on a collective basis where everyone involved in the language program has a definite say in material-preparation (Malaysia)
- School inspectors of foreign languages (Belgium)
- Experience and wishes of the teachers (FRG)
- Production of teaching materials follows research on the pupil's need (Lesotho)
- Actual needs of the country (Uruguay)
- Needs of the prescribed syllabus (India)
- Needs of the existing curricula (Finland)
- World trends on language teaching (Uruguay)
- The internal discussion amoung teachers (Sweden)
- Book review in the professional press (Sweden)
- The only factor influencing the production of teaching materials ... is their effectivity in the course of instruction (Bulgaria)
- Expert committees (FRG)
- Current research (FRG)
- Cooperation between National Board expertise and publishing firms (Sweden)
- ... the availability of trained teachers who can handle the teaching material (India)

About a third of the countries considered assessed the influence of research in the field as follows: 'No link between research and practice' (FRG); 'So far, apparently not at all' (Chad); 'Up to the present day not systematically' (Finland); '(research) results are not systematically fed to sources which produce

materials exept informally' (Hong Kong).

The range of those who decide on what teaching materials and media should be used is enormous, varying as it does from central government authorities, state or provincial authorities, local authorities, special committees, teaching panels, school inspectors and head-teachers down to the teacher himself. In many countries the material is decided on after consultation between all or many of the various bodies concerned. In some the decision may be taken by just one authority: 'The Ministry of Public Education and the Institute for Education decide which materials may be used.' (Bulgaria) When, as is often the case, the decision is left to individual teachers, it is generally taken under the same restrictions as in Switzerland: 'The teacher himself (decides) depending on availability of material.' A French report says:'... the teachers choose material; they can change it every six years.'

It seems to be the practice in the majority of countries that the choice of media and materials is made by teachers or teaching panels working jointly with an official body, usually the Education Ministry. Generally, one side makes suggestions to the other for consideration. A detailed survey of the methods employed in different countries is beyond the scope of this report.

Latest trends in foreign language teaching methods

There is often a wide gulf between the latest trends in foreign language teaching methods as described in professional journals and what is applied in the classroom. A common reason is the lack

of adequate in-service training for teachers so that new methods can become known. The educational system of a country also plays a part, as in countries where it is strictly organised teaching methods are often decided on centrally. In the countries where teachers may choose their own methods according to their individual preferences and prejudices the influence of new trends is often very varied. In Sweden, for example: Among teachers 'there are all sorts of personalities, many of them especially the older ones tend to prefer more traditional methods, the younger ones who have got a modern training in the teacher training colleges often try to apply modern methods.' Limited money often inhibits the introduction of new methods. In some countries new teaching methods are little discussed in professional publications and some countries have no journal for foreign language teaching. An Irish report typifies the split between modern ideas and actual teaching methods: '(The) majority (of teachers) still follows the Grammar-Translation Method. - It is felt that more and more teachers would change to audio-visual methods if there was an oral examination in the leaving certificate. Teachers would prefer to be concentrating more on the oral aspect of the languages, but they must still aim at getting their pupils through the examinations.' This must also hold for many other countries.

One trend is very clear, and that is that the audio-lingual method (ALM) based on the behaviourist theory of learning with pattern drills and no formal grammatical training is 'no longer en vogue' (Sweden). Of the 24 countries who returned answers on this matter 10 (Austria, Egypt, Federal Republic of Germany, France, Indonesia, Korea, Libya, Sweden, Switzerland, USA) report that the use of ALM, in one or more of its apsects, is on the wane. Hong Kong for example, reports '... dissatisfaction with some sacred

beliefs of the past twenty years and a willingness to challenge, for example, the behaviourist approach.' Only Turkey gives a favourable opinion: 'Robert Lado's language teaching methods are very popular. These methods have been applied for 15 years.'

The ALM is being replaced in these 10 countries by modified methods designed to make up for its deficiencies. However, the emphasis in these methods varies. Many countries have recently laid more emphasis in their teaching on language as a means of communication. This means, among other things, that mechanical structural exercises must give way to a 'stress on meaningful presentation and application' (Egypt). On the other hand, 'grammatical insight and rules wherever necessary and meaningful' (Switzerland) are integrated into the teaching. Three countries (Brazil, Federal Republic of Germany, USA) report that the study of the country's culture, literature and civilisation plays an increasing role.

A strong interest in audio-visual methods is notable. 10 countries out of 24 report this: Argentina, Austria, Federal Republic of Germany, Indonesia, Ireland, Korea, Libya, Malaysia, Sierra Leone, Switzerland. Both professional publications and practising teachers concern themselves more with these methods.

Apart from the points mentioned above it is impossible to pick out any other general trends in teaching methods, as the picture is so very varied. General educational theories also play a part in deciding on teaching methods. The following quotations, given at random, show how wide the range of methods is:

- Structural grammar, transformational grammar (Austria, Ecuador, Uruguay)
- Notional approach (FRG)

- Emphasis on aural-oral (Ireland, Jamaica, Libya)
- Emphasis on better aural comprehension (FRG)
- Career objective courses (USA)
- Goal guided instructions (Ireland)
- Methods of differentiation (Finland)
- Attempts to find methods of teaching slowly progressing pupils (Finland)
- Group work (Brazil, Sweden)
- Programmed education (Denmark)
- Stress on creative work (Brazil, Sweden)
- Efforts to activate students (Sweden, USA)
- A certain reluctance to ad[illegible]ew methods (Austria)
- ... towards making a close study of the classroom situation in a particular area. This will involve a less global approach and more attention to the linguistic and social environment in a region. Thus methods which may succeed in West-Africa or Mexico may be inappropriate for Indonesia and Hong Kong (Hong Kong)

- The End -